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ABSTRACT

The consultation reported on in this document was co-sponsored by the Commission on Religion in Appalachia and the West Virginia Council of Churches. The 110 participants (church representatives, college and university faculty and students, government officials, and secondary school personnel), all from north central West Virginia, met to explore ways in which churches and colleges of the area could pool efforts and resources to serve the needs of rural youth caught in poverty and to combat the causes of persistent poverty. This report contains a copy of the program, a summary of the major addresses, and reports from the 8 working groups which explored such topics as youth motivation and self-image, financing college admissions, service role of the local church, and career opportunity and out-migration. (TL)

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YOUTH AND POVERTY

Report

from a

Consultation

held at

West Virginia Wesleyan College

Buckhannon, W.Va.

January 24-25, 1970

Sponsored by

The Commission on Religion in Appalachia (CORA)

and

The West Virginia Council of Churches

Participating Institutions

Alderson-Broaddus

Davis and Elkins

Fairmont State

Glenville State

Salem

West Virginia University

West Virginia Wesleyan

Churches and Denominations in North Central West Virginia

RC004330

Introduction

The Consultation on Youth and Poverty, reported in this document, was held at West Virginia Wesleyan College, Buckhannon, W. Va. on January 24-25, 1970. It was co-sponsored by the Commission on Religion in Appalachia (CORA) through its Task Force on Social, Economic and Political Issues, and the West Virginia Council of Churches.

The stated purpose of the Consultation was

> "To explore ways in which churches and colleges of North Central West Virginia can pool their efforts and resources to serve the needs of youth caught in poverty and to combat the causes of persistent poverty."

Participating in the Consultation were students, faculty and administration from the institutions of higher education in North Central West Virginia together with clergy, laity and denominational officials from the same general area. Breakdown of the registration showed:

College and University	
Faculty and Administration	39
Students	39
Church Representatives	22
Government	7
Public, secondary school	3
Total	110

The Consultation was planned by a Planning Committee consisting of the following persons:

Dr. Stanley H. Martin, Chairman, Buckhannon, W. Va.
Mr. James Branscome, Washington, D.C.
Rev. Elmer Dierks, Charleston, W. Va.
Dr. S. Wilds DuBose, Elkins, W. Va.
Rev. R. B. Lloyd, Blacksburg, Va.
Mr. Isaac Maxwell III, Salem, W. Va.
Rev. Billie Scott Mick, Weston, W. Va.
Dr. Ernest J. Nesius, Morgantown, W. Va.
Rev. John A. Rodgers, Morgantown, W. Va.
Dr. Henry Shissler, Buckhannon, W. Va.
Mr. Dan Unger, Philippi, W. Va.
Staff: Mr. Ralph Grieser, Buckhannon, W. Va.
Rev. Shirley E. Greene, New York, N.Y.

The Program of the Consultation

Saturday, January 24

10:00 A.M. - Opening Prayer
Greetings and Opening Statement:
Dr. Stanley H. Martin, President W. Virginia Wesleyan College

10:15 A.M. - "Youth and the Culture of Poverty":
Dr. Benjamin E. Carmichael, Director, Appalachia Educational Laboratory, Charleston, W. Va.

Question and Discussion Period

12:00 Noon - Lunch in the College Cafeteria

1:30 P.M. - "Poverty through the Eyes of Youth":
A youth panel tells it like it is. Chairman: Dr. Dean Ward, Upward Bound, Salem College, Salem, W. Va.

2:45 P.M. - Break

3:15 P.M. - Working Groups - First Session
Coordinator: Dr. Howard H. Bright, Chairman, Dept. of Religious Education, W. Virginia Wesleyan College

1. Youth Motivation and Self-image
2. Recruitment and Admissions Policy
3. Financing College Attendance
4. Campus Adjustment, Guidance Counselling
5. Service Role of the Local Church
6. Church and College as Social Change Agents
7. Career Opportunity and Out-migration
8. Church and College Cooperation

5:00 P.M. - Recess

5:30 P.M. - Supper

7:00 P.M. - Working Groups - Second Session

8:00 P.M. - Progress Reports from Working Groups
Presiding: Mr. James Branscome, Director Youth Leadership Development, Appalachian Regional Commission, Washington, D.C.

9:00 P.M. - Film: "Appalachia - Rich Land, Poor People"

Sunday, January 25

7:30 A.M. - Breakfast

8:30 A.M. - Working Groups - Third Session

10:30 A.M. - Recess

11:00 A.M. - Sharing in Worship - Wesleyan Chapel
Preacher: Rev. Harold W. Ewing, Akron, Ohio

12:30 P.M. - Dinner

1:30 P.M. - Plenary Session

Final Reports from Working Groups
Action Strategies and Follow-up Projections
Presiding: Dr. Ernest J. Nesius, Vice President
West Virginia University, Morgantown, W. Va.

Summary of Proceedings

President Stanley H. Martin called the Consultation to order. An opening prayer was offered by President Banks Wilburn of Glenville State College.

Dr. Wilburn's Prayer

Dear God, we who are gathered here signify by our presence that we have an interest in youth, their present and future. We ask that Thou will give us the insight to recognize that we have at hand resources that if we but organize them and take positive actions, we shall serve better the needs of all youth, particularly those caught up in the web of poverty. Likewise, we ask that Thou will instill in us the courage to act in behalf of these youth in terms of the knowledge we now have concerning their plight. Moreover, cause us to consider seriously what we shall gain in developing more positive attitudes and greater knowledge of needs and modes of action by this coming together. May we, with divine guidance, make active in our daily efforts what we already claim to know, and may our efforts for youth be enlarged greatly by what we seek here to find in terms of more effective ways and means to serve youth. Finally, may we be so motivated as we leave here tomorrow to become, daily, more and more the leaders of social progress that we proclaim to be.

Amen.

President Martin extended the greetings of West Virginia Wesleyan, stated the auspices under which the Consultation was convened and its purpose, made several introductions, and presented the opening speaker, Dr. Benjamin E. Carmichael, Director of the Appalachia Educational Laboratory, Charleston, West Virginia.

YOUTH AND THE CULTURE OF POVERTY

(Summary of Dr. Carmichael's Address)

Dr. Carmichael opened by setting forth three premises:

1. The difference between levels of culture within Appalachia are greater than the differences between Appalachia and other regions.
2. Statistical analysis and description are not as valuable for the solution of problems as many people think.
3. The poor should not be the direct target of our anti-poverty efforts.

Expanding on his third premise, Dr. Carmichael emphasized his belief that anti-poverty effort should be aimed not so much at changing the poor as at changing those community leaders who make the decisions and constitute the constituencies in our churches and in our colleges.

Picking up on some previous discussions regarding tactics for the Social, Economic and Political Issues Task Force of CORA, Dr. Carmichael espressed the view that any attempt to educate and involve the local churches, one by one, in the war on poverty will prove quite futile. Nor can the Task Force hope to deal with the schools on a one-by-one basis; nor with the children of poverty on a child-by-child basis. The problem must be dealt with by a more comprehensive approach attacking basic issues and confronting decision makers at community and state level.

Dr. Carmichael applauded the expressed desire of the Task Force to deal with "gut issues". Let us get beyond Thanksgiving baskets for the poor and deal with the welfare programs and policies which perpetuate poverty. We must realize that such an approach will involve polarization and conflict, but conflict should be welcomed as long as it centers around real and basic issues.

The speaker urged a facing of the need for genuine leadership training in and for West Virginia. He also discussed the issue of retaining or changing "Appalachian culture". His position was that this is a false statement of the issue. Our concern should be that people have both the freedom and the power to make their own cultural decisions. Neither church nor college should seek to impose any set of cultural values; but rather work to enable people to make their own cultural choices and decisions.

Some people fear federal programs or federal aid on the ground that it may abridge this freedom of choice. Dr. Carmichael holds the conviction that the poverty of resources in a state like West Virginia is a far more serious barrier to the freedom of persons than any federal programs.

The speaker then turned to two major propositions constituting the heart of his address:

1. If the churches are to serve effectively those in poverty, it must begin by a realization that it does not have God trapped within the four walls of its building, nor within its doctrine, nor within the Bible. The church does not possess the will of God. The church must find the will of God in the lives and minds of the poor. The poor should not be expected or required to come to the church as to a storehouse containing nourishment for their souls. Rather the church must go to the poor and there find nourishment for its soul. This is a call for a radical change from the concept of an established institution to the image of an institution searching for answers among the people.

2. The same doctrine applies to the institutions of higher education. Colleges do not have all the knowledge of the world locked up within their halls. There are no fixed and immutable rules and requirements governing access to the mastery of knowledge and wisdom. The colleges must become more flexible. They must learn to find their being in the needs of the people to be served. Let them work to remove barriers to learning rather than impose barriers through their rigidity in standards and requirements. Let them encourage the desire and ability of students to learn rather than causing youth to feel that they cannot succeed.

Dr. Carmichael alluded to a recent article discussing the future of the colleges under the striking title: "The Colleges: Phoenix or Do-Do Bird". He agreed with the central thesis that the colleges must become new institutions or cease to be.

Swinging back to the churches, he referred to an early survey in the Appalachian Region which found that 60% of those interviewed felt that they were "not good enough" to be members of the church. This is terrible! The church has all too often, in Appalachia, contributed to the pernicious doctrine that people should accept their lot in life, should submit to life as it comes to them and to the authority of those who have won positions of power. This is a perversion of the role of the church - and of the college.

In the case of the colleges, this doctrine of submission to authority is expressed in the establishment of fixed requirements which doom many students to failure. The authorities responsible for this approach to both religion and education are essentially the same people. It is they and their outlook which we need to change.

Discussing the question of a strategy for change, Dr. Carmichael tried to make it clear that he does not advocate tearing down our institutions such as the churches and the colleges. Nor does he believe that we can be effective in tackling them one by one. His perscription included a) identifying the issues; b) lifting them to high levels of visibility; c) appealing to individual institutional leaders rather than to the institutions as such; d) making massive use of TV and other communications media in the campaign for change.

Summarizing some of the crucial issues, from his viewpoint, Dr. Carmichael commented on the following:

1. We must deal with the institutions which have the power to get at our problems. E.g. Appalachian Regional Commission.

2. We need analysis of the existing tax structure. E.g. Shall we favor a sales tax which is especially burdensome upon the poor merely because its proceeds are to be used for education?

3. We must be sensitive to certain existing laws which oppress the poor. E.g. Gas drilling rights which lead to pollution of wells.

4. We should protect orderly processes of petitioning and decision making on public issues.

5. Let us attack some of the false and destructive teachings of some churches, including many of the "Sunday morning radio preachers" in the area who focus on the insignificant issues.

6. We must support programs which really train leadership.

7. Let us undertake to plant some new and creative ideas in the confidence that some of them will come to fruition.

(Copies of the full text of Dr. Carmichael's address are available on request from Mr. Ralph Grieser, West Virginia Wesleyan College, Buckhannon, W. Va. 26201.)

Poverty Through the Eyes of Youth

(Summary of Youth Panel)

Dr. Dean Ward, Director of the Upward Bound Program of Salem College, Salem, West Virginia presided over a panel of Upward Bound Students who were invited to discuss "Poverty through the Eyes of Youth" -- to tell it like it is.

Dr. Ward warned the conference that he felt that they were in danger of construing poverty as a "dirty word". He suggested that "financial embarrassment" offered more suitable connotations.

He explained that Upward Bound seeks to encourage students with financially disadvantaged backgrounds to enter college. The program seeks to find students who have potential for college. Youth are not solely judged on grades but on potential for college achievement. He cited financial embarrassment as one of the problems these students have to encounter on entrance to college.

Bill Brown is a sophomore at Shepherd College. He offered his definition of poverty as a situation in which a person is unable to survive. Though he had few clothes and at times little or no food, Bill explained that he had learned to respect and to care for his clothes and appreciate what he had. Bill's name, when he entered the program, was Bill White. He was living with his aunt and didn't know his real name. He chose to change his fabricated name to Bill Brown after entering the program. He suggested that it is the quality of your life, rather than the quantity of possessions that makes for happiness.

Bill stated that Upward Bound had given him the opportunity to attain knowledge and that this he believed would open to him the possibility to succeed. He said that he wasn't embarrassed or ashamed by being poor -- but inconvenienced.

Christeen Miller, one of a family of four from Clarksburg, West Virginia, spoke of her experience. Her father had been a custodian making $3,500.00 a year and her mother had scrubbed floors for $6.00 a day. Christeen said she hadn't considered college as a possibility but her Guidance Counselor had been concerned that she attend and convinced her that she should apply. Her parents would not consent to her submitting an application because they did not have the money to support her and wouldn't allow her to take a loan. Christeen did enter Upward Bound and decided she wanted to attend college with a scholarship grant and work-study job. With this motivation she was able to enter college and support herself. Christeen suggested that poverty is a disease and education offers a cure.

Tom Skinner, one of a family of eight, recalled that the first fifteen years of his life were not "too bad". However, when he was fifteen, his parents were divorced. Two of his brothers joined the service but he and his younger brothers and sisters were sent to Kappa Sigma Pi Children's Home. He was very appreciative of the older folks -- all over 60 -- who managed the home with no problem of a generation gap. The founder of the Home, started 65 years ago, is now 89 years old. He feels that the success of the home comes from the fact that persons are motivated by an understanding that God is love and that we must "love one another" -- unlike the way most institutions are run. A Guidance Counselor was responsible for Tom's initial entrance into Upward Bound. The Kappa Sigma Pi Home gave him a scholarship. He is now a Junior and a business major.

Emily Sue Cutlet lived in a family of 13. Because her parents were divorced and her mother had to work, Emily virtually raised the younger children. She didn't resent this responsibility and learned to appreciate her life and the people in it. She has acquired a desire to help others as there are always others with greater needs than your own. Emily hopes to attend college in the fall with her own money she has earned by working.

Larry Schwann is a High School Senior who has always had to struggle as a result of polio's effect on his physical condition. He too came from a family of 13. His parents were an inspiration and motivating force in his desire to succeed. He learned in his childhood to be proud of his possessions. He cited the importance of friends who had also contributed to his self-appreciation and feeling of accomplishment. Larry will enter Upward Bound this summer to go to college in the fall.

Questions from the audience:

1. What do you plan to do on graduating from college -- will you remain in Appalachia? If not, why not?

Bill said he would not return because he wanted to participate in a life style broader than that possible in West Virginia. He will teach.
Christeen said that she was going to teach but didn't know if she would remain in West Virginia.
Larry said that he wanted to go into political science and would leave the region but planned on returning later.
Tom said he was struggling with the possibility of becoming a minister, though he also saw a great need for teachers as well. He perceived that he could make his best contribution to life and society in West Virginia.
Emily has decided to stay in her home in the mountains, feeling sensitive to the beauty of the mountains and environment of West Virginia.

2. Please describe what poverty means to you.

The answers were quite similar. They were fairly well in agreement that poverty was exemplified in persons' attitudes...in their lack of incentive to do something about their condition. They felt that most West Virginians in poverty were embarrassed and yet unmotivated to overcome the problem of poverty.

Audience comment: These students have each somehow developed a personal drive to succeed in college or had been influenced by individuals to strive for success in college. Dr. Ward pointed out that this personal motivation, as a result of one's own self-drive or the exerting influence of others, was very important in a program such as Upward Bound where "deserving youth" were sought. He mentioned that in West Virginia, 38% of High School graduates go on to college, whereas there is a 50% average in the rest of the nation.

Audience comment: An objection was raised that the conferees were trying to impose an obligation on these young people to remain in Appalachia and a burden to step into a certain niche assimilating a certain culture with its required norms. The speaker warned that these satisfied young people who said "We didn't have much, but we were happy." are products of a system which has tried to control people

and their desire to alter their state of poverty. This was seen as a manifestation of the system's hold on those in poverty.

3. Did your high school teachers encourage you to attend college?

They had been encouraged in varying degrees. Bill Brown felt that his teacher, though she suggested college, actually believed that he lacked the ability to succeed in college.

The later part of Saturday afternoon and the early part of the evening were devoted to discussions in eight working groups. Final reports of these working groups were submitted on Sunday afternoon. Their reports and recommendations are recorded below.

At the Saturday evening plenary session, Mr. James Branscome, Youth Development Director for the Appalachian Regional Commission, conducted an interim round-up on the progress of the working groups. Mr. Branscome also commented at some length on the consultation topic and on what he had been learning in the working groups.

Summary of Mr. Branscome's Remarks

Re-cap of Dr. Carmichael's three premises:
1. He doubted if the differences between poor -- oppressed persons in poverty, there because of the discrimination and poverty environment imposed upon them by the oppressors and affluent,are really any different in Appalachia than such persons in other regions of the U.S. The problems of youth as part of this syndrome are really not any different from youth in poverty in other areas of the U.S.
2. It is not necessary to make further studies of the history of the problem.
3. The need is to focus attention on the oppressors -- not the oppressed -- on those who keep the poor in poverty.

If the Church is to serve the needs of the poor, it must realize that God is not in the four walls of the church but must be exemplified in the lives, hearts and minds of the people as they relate to the poor in their situation. The Church image must be changed as it goes to the people, not demanding that they come to the church on its pre-established criterion for acceptance of the "will of God"...

Colleges must not perceive themselves as omnipotent all-knowing bodies of knowledge -- with the requirements for mastery of knowledge or education. They must serve the needs of the persons in poverty. They must accept them as they are and realize that students are not the disadvantaged ones. Rather their environment, including church and school, have been the disadvantaged bodies that have failed the people in poverty.

The church in the past has been an opiate of the people -- teaching them to think "the Poor you shall always have with you." Pogo's perception is revealing of the situation when he says, "We have met the enemy and he is us."

Christians were told that they wouldn't have to follow the strict Jewish rules and rites. In contrast, it seems that the poor have been required to go through even more dehumanizing rites than circumcision as they are told to accept their lot in life -- their poor education, their disadvantages in society.

Compensatory education has been based on the assumption that what's wrong with the educational system is the students in it -- that they must be motivated and all sent through the same process which dehumanizes them in the process. Perhaps we don't have disadvantaged learners but disadvantaged educational institutions.

Mr. Branscome quoted from an article on the "Christian College's Role": "Few would argue that the Christian college should serve as an agent for social action, but most Christian colleges -- as well as state schools -- support the middle class white American way of life and its judgements. They may deal with what to say about war and poverty, but they remain mute on the educational crisis."

We call Christ our Lord, but some haven't accepted the Good Samaritan's attitude. State supported schools (Caesar) seek to preserve the status quo. Yet, the Christian college seems to be no different. Our educational philosophy is the same as Caesar's. Are we distinguishable as Christian Colleges?

Why shouldn't we have open admissions? Because of academic excellence, many say, but they never define what this phenomenon is. The quality of education should be judged by the degree to which it motivates a desire for education.

You have to prove you've got an education -- college boards -- and if you don't make the grade then you are told to do something else -- go to vocational school. The disadvantaged haven't met the requirements so they aren't given the opportunity after this initial assigned "failure".

Before we picket -- lobby -- March on Washington -- we should March on Ourselves.

The evening program was concluded by a showing of the documentary film: "Appalachia: Rich Land, Poor People".

REPORTS FROM WORKING GROUPS

Group I - YOUTH MOTIVATION AND SELF-IMAGE

Chairman: Dr. Herbert Coston
Recorder: Dr. Helen Stealey

Group II - RECRUITMENT AND ADMISSIONS POLICY

Chairman: Dr. Raymond Kiser
Recorder: Mr. Jerry Beasley

Group III - FINANCING COLLEGE ATTENDANCE

Chairman: Dr. Richard Withers
Recorder: Dr. Herbert Sharp

Group IV - CAMPUS ADJUSTMENT, GUIDANCE COUNSELLING

Chairman: Dr. Melvin Nida
Recorder: Rev. Richard Bowyer

Group V - SERVICE ROLE OF THE LOCAL CHURCH

Chairman: Rev. Marvin Carr
Recorder: Mr. John S. Hutchinson

Group VI - CHURCH AND COLLEGE AS CHANGE AGENTS

Chairman: Rev. Homer Davis
Recorder: Miss Sherry Butcher

Group VII - CAREER OPPORTUNITY AND OUT-MIGRATION

Chairman: Dr. Paul Nagy
Recorder: Mr. John D. Hewitt

Group VIII - CHURCH AND COLLEGE COOPERATION

Chairman: Rev. Jack Rodgers
Recorder: Mrs. Jane Humphrey

Group I - YOUTH MOTIVATION AND SELF-IMAGE

Chairman: Dr. Herbert Coston
Recorder: Dr. Helen Stealey

The group concluded that motivation and self-image go hand in hand -- that motivation and self-image develop in

--home
--church
--educational system
--community
--peer group

Motivation or the motivating force of an individual is his prevailing drive to do what he does or in today's language, "to do his thing." The group saw self-image as the way a person sees himself in his life space. The group felt that one of the great impacts on the developing self-image is how other people see you and communicate this to you in what they say, their attitudes and how they deal with you. This goes beyond the individual's reaction to you in that it is reflected in the institutions to which these people belong. All of this is tied up in the climate of the life space of individuals and groups of individuals. It is evident that the problem of developing a self-image and stimulating a student to be motivated begins long before college entrance.

The group then moved to discussion of the creation of a climate that would help persons in poverty develop a positive self-image and that would contribute toward stimulating persons to become motivated to better their position in society - to become the best possible person they can become. Some of the problems involved are stated in questions: What kind of climate? Who is best situated to do it? How will the door be opened?

The group felt that the first thing to do is to meet the needs of food, clothing, housing, employment, and so on.

A discussion of the sins visited upon people in poverty by the established institutions of our society followed. It was agreed that institutions must make it possible for people in poverty to "become" rather than trying to make over the "people in poverty" to fit into already established structures. One of the newer institutions -- "mass media" -- was discussed as making a large contribution to the climate that surrounds persons. It was felt that some effort should be made to influence mass media to improve its contributions to a growing and developing positive self-image.

As we began to get down into specifics, the group decided that the whole thing is tied up in education. This includes education in the home, church, community, schools, and peer groups.

A student in the group answered the question, "What do you feel your college should give you that you are not now getting?", by saying, "Bring about an awareness of the problems in Appalachia".

Another suggestion for colleges is that they provide Appalachian Studies and that they help students develop a self-understanding that contributes toward changing their attitudes toward the problems of the poverty areas.

One of the main areas of concern was that "attitudes" of persons in groups

outside of the poverty areas need to change. We were not sure how this can be done but felt it could be helped through some of the specific recommendations stated at the end of this report.

There was a feeling that the churches which serve these areas are doing very little in terms of stimulating youth to be motivated to serve and participate. Since both of these contribute to self-image, it follows that little if anything at all is being done.

Recommendations

Group I offers the following recommendations as possible contributing factors to aiding people in poverty, motivating themselves, and developing a positive self-image:

-- that the underlying causes of the problems of poverty be given highest priority in our national efforts, in church efforts, in college efforts.

-- that appropriate educational opportunities be made available from the cradle to the grave.

-- that there be improvement in all levels of education - pre-school through high school - to raise students' levels of education which in turn contribute to their being able to enter college and to be successful there. (This recommendation is to take precedence over the idea that colleges first practice an open door policy in admitting students.)

-- that colleges provide opportunities for all. We want to emphasize all of its students to learn values which make possible basic changes in social institutions, leading to a better climate for the development of motivation and positive self-image.

-- that the assumption of youth in poverty that only the economically well-off can go to college be changed to an understanding that ability is the determining factor. This recommendation carries the implication that the college has a responsibility to make this possible.

-- that the churches support the proposed plan for changes in welfare, especially at the point of offering their facilities.

-- that since self-image begins very early in life, colleges and churches do everything in their power to see that Early Childhood Education programs are available to all children.

Group II - RECRUITMENT AND ADMISSIONS POLICY

Chairman: Dr. Raymond Kiser
Recorder: Mr. Jerry Beasley

The discussion and recommendations relating to college admissions grew partially out of the recognition of what has happened to West Virginia students during the last several years. Last year fewer graduating students entered college than

the preceeding year (38.6 to 37.4%). There is an unusually high coincidence of poor college attendance and the absence of counseling.

Fully realizing the consequences of the lack of educational opportunity, critical areas have to be identified and corresponding reforms and positive programs must be devised.

The pressing need for the re-evaluation of admissions functions is pertinent. The traditional roles of simple recruitment and rejection are painfully insufficient. Too frequently admissions officers have become odds makers rather than professional educators. The concept of choosing sure winners is decidedly an archaic notion that will not and cannot meet the needs of Appalachian youth. Tragically, the 50% attrition rate in West Virginia colleges indicates that we are not doing an adequate job with the students who do make it to our campuses.

Discussion in this crucial area inevitably broadens to encompass a very complex configuration of problems. Lest we get bogged down in considerations of these related areas ad nauseam, we must begin by confining our action to a narrow range of problems whose solutions fall within our field of competence. This is to say that the generalizations we are prone to promulgate are often subtle rationalizations for paralysis. For example, it is reasonably simple for an admissions officer to beg the issue by saying that high schools are responsible for inadaquate preparation. In the same vein, responsibility is continually shifted from college to high school to the grade school, until it eventually passes to the home environment. Naturally, comprehensive remedies must be fashioned to meet the full range of problems. But, the admissions officer must intercede where he can.

Readily manifest is the inadequacy of open door admissions policies when not accompanied by appropriate educational programs. Shifting the responsibility of selection from the admissions office to the classroom exaggerates the problem.

Specific recommendations which were inspired by our discussion:

-- Private institutions should make an effort to waive application fees for students who meet the eligibility guidelines for Educational Opportunity Grant aid from H. E. W.

-- Oppose legislation proposed by the Governor's Task Force which would establish a $10 application fee at state-supported colleges and universities.

-- Write state delegates and Senators to continue and increase the state's commitment to the State Scholarship Program.

-- Make the banking commissioner and individual bankers aware of their responsibility to foster equal educational opportunity by participating in the Guaranteed Student Loan Program.

-- Make the states aware of the dire need for adequate counseling services, particularly in the elementary schools and high schools which do not have counselors. Special consideration should be given to present proposals by the West Virginia Education Association and the State Department of Education to alter the state aid formula.

-- A cooperative summer program with the Appalachian Regional Commission, local and state agencies, colleges, churches, using the services of college students to recruit "disadvantaged" youth.

-- Review admissions policies of all institutions to determine the critical areas which continue to restrict opportunity for needy youth.

-- Encourage local churches to budget monies beyond present expenditure levels which would be earmarked specifically for financial aid for needy students.

Group III - FINANCING COLLEGE ATTENDANCE

Chairman: Dr. Richard Withers
Recorder: Dr. Herbert Sharp

Some general conclusions:

1. It was a general consensus of this group that a real factor behind a number of poor youth not going to college is lack of motivation rather than lack of financial aid.

2. Student representatives in the group agreed that high school teachers, counselors, and administrators in some areas of the state are not adequately informed on financial aid available for higher education. In a number of instances cited, teachers and individuals acting as counselors are the same ones their parents had and they haven't kept informed.

3. Some of the college representatives who have worked with financial aid were of the opinion that more poor youth can be assisted financially to a greater degree than they are now if they let their needs be known early enough. Private and government financial aid is limited and it is often used to help those that apply for help first. In many cases, the aid is depleted when a student with a real need applies for help.

Grants and scholarships are used up first. Workships, assistantships, counselor-ships, work-study jobs and similar working opportunities are depleted second.

Loan funds guaranteed by the government are usually available and this type of help is being expanded, but some poor youth cannot be convinced the investment is worth it. We need more publicity on the loan funds available and how they work.

Recommendations

-- An effort needs to be made to convince more bankers to participate in the guaranteed government loan program. It should also encourage less red tape and make the loan process easier for poor youth. Many bankers consider poor youth a high risk loan, but the loan is guaranteed, if he is willing to do the paper work. Parents need education also on the liability factors to help their sons and daughters.

-- CORA and the Appalachian Regional Commission could provide a real service by assisting the school system and churches in a program of information to high school (junior high) students about the financial aid available to them in areas of the state where high school counselors are not available or not doing the job.

This could be done with additional personnel working in the schools under the guidance of college and university admissions counselors, plus a special series of programs on television and on radio in the fall and spring of the year.

-- The Work-study program that is supported by the federal government for summer jobs at a ratio of $10 to $1 should be expanded to provide more poverty youth with summer jobs to earn more money for college.

-- A definite financial aid program financed by the State of West Virginia should be developed along the lines of the Ohio, Kentucky, Pennsylvania, and New York programs.

These programs vary but we recommend a minimum of $1,000 per student per year for four years to be made available through a grant or loan program to each high school graduate in West Virginia for him/her to use to attend the college of his choice, preferably in West Virginia.

Ohio has appropriated $8 million for a similar program. An estimated $2 - $4 million would be needed in West Virginia to help all of the poor youth to attend college.

The grants would need to be administered by a state agency with some standards set for need. This is a prime consideration. The colleges are planning to promote such a plan.

(West Virginia needs to invest more funds in its youth with the hope that their leadership will be utilized more effectively in the area.)

-- We recommend that the colleges continue to seek funds through bequests, wills, etc. for scholarships, grants, and loans to needy students. Churches can help also in this area.

-- Many local churches are doing much to help individual students from their respective congregations to attend college.

Town, city, or county councils of churches might be a channel for raising additional funds, for assisting poor youth in their respective communities.

-- Some additional federal funds can be made available on a matching basis, but college funds are limited with which to match these funds in Work-study, etc.

If the Appalachian Regional Commission or some foundation or other sources could be found to assist, these funds could be increased considerably.

Group IV - CAMPUS ADJUSTMENT, GUIDANCE COUNSELLING

Chairman: Dr. Melvin Nida
Recorder: Rev. Richard Bowyer

We began with a certain uneasiness which seemed to lead us to a sharing of some practical factual data. The Upward Bound and College Bound programs at Salem were explained in some detail and adjustment problems at Salem were felt to be reduced greatly by this approach. The SAAP project at West Virginia University and SSP at Wesleyan were also explained as efforts to help in poverty situations and means of exposing the college student to the conditions of poverty.

One area of adjustment is the simple matter of the vocabulary of college terminology, such as "registrar", "catalogue", "semester hours", etc. In some areas groups such as a Council of Churches have provided opportunities for low

income children to be exposed to the campus. One of the minor recommendations of the group was for church organizations to develop such programs.

Turning to another range of data, we were informed that only 20 of West Virginia's 203 high schools have no one at least with the title of Guidance Counselor. It was further noted that 20 of 55 counties have Guidance Directors. Further, the colleges of West Virginia are producing more guidance counselors for certification than elementary principals.

Two frustrations remainde with us. One was the lack of a clear definition of poverty, and the other was the failure to involve real poverty people in this discussion.

There was a persistent feeling that much of the guidance and counsel needs to be done at the primary school level. The whole question of motivation was seen related to this.

We found ourselves recurrently faced with the question of college for all. This has serious ramifications for the institutions of higher education, for society at large, and for the poor. The main factor facing us in West Virginia is the absence of any viable option to college for post high school. Our major recommendation is to initiate and mobilize some pressure to create a public education option. Support was also expressed for a reassessment of the vocational and career options so that we do not further perpetuate the problems by more deeply entrenching the present system or by preparing people only for out-migration with an option only to leave home, family and all cultural identity -- or not use their new training and remain at home.

Group V - SERVICE ROLE OF THE LOCAL CHURCH

Chairman: Rev. Marvin Carr
Recorder: Mr. John S. Hutchinson

The Problem: The people in the churches are dead; the problem is they won't lay down. The problem here is one of motivation and the dynamics of re-definition of attitudes -- attitudes in the sense of individual and institutional commitment. Christianity is premised on "Brother's keeper" and has strongly deviated in the past and present. The individual must realize that he is the manifestation of the church in the world. He must begin to feel, sympathize with, and fully share in the feelings of the disadvantaged. The institution must get away from dogma and emphasize the idea of Romantic abandon and sinking one's total self in the problem. Our involvement should come through an "I-IT" relationship instead of a doctrinal response.

Definitions: Poverty is a materialistic expression of a problem of more basic magnitude. Poverty must be more effectively designated as injustice -- injustice of man to man in deed and thought. It is quite clear, then, that if God exists in relations of man to man, he is dead in a relationship of injustice. We cannot combat injustice with the attitude of "Complacency in being right with God."

Obstacles: There are various obstacles which can be isolated in the sensitizing of the people:

1. attitudes
2. ignorance
3. red-tape power structure
4. inappropriate approaches - methodology
5. institutional patterns
6. fatalistic theology
7. lack of understanding mission of church - spiritual/material
8. conflict of economic interest

Strategy of Attack: In order to sensitize the congregation, it seems that we must launch a three-pronged attack. This attack is consistent with the needs of a small hill congregation and the needs of the middle class congregation. In the middle class congreagation it will serve to eliminate the self-interest factor, while in smaller churches this attack would serve to make continuous the rather inactive leadership of the mountain churches.

A. Middle Class: Attack One: The minister must work in community councils, etc. in order to be a current factor in the problem. He must not be afraid to coalesce the poor and give them a group identity of power, both politically and socially.

A. Middle Class: Attack Two: Next, the minister must get his people involved. Youth groups should be taken by VISTA workers, etc. to problem centers. Instead of an education in Bible stories, an education in social conscience must be substituted. Use the church every day of the week. Set up breakfast and lunch programs for children. Cater to immediate needs. USE THE BUILDING FOR A PURPOSE. Set up task forces which can monitor programs of welfare, keeping directions straight and sights true.

A. Middle Class: Attack Three: The minister must use resource people -- ie. VISTA, CAP representatives. They must come in and organize the programs to

be set up, making sure that time given by an indivudual will be used wisely.

B. Mountain Churches: Attack One: The motivation to do good is already extant among the disadvantaged. We must supply programs to widen the scope of concern to a community level.

B. Mountain Churches: Attack Two: The church must pick existing community structures to work with. Structures which have a rapport and an influential position with the people. This has obvious effects in the acceptance of the group as well as serving as a check on duplication of organization.

B. Mountain Churches: Attack Three: The church must try to help organizations like VISTA set situational patterns of culture so that representatives can be taught to relate to a community. In doing this, we introduce forces which are intellectually capable of putting pressure on local administrators.

Personal comment by recorder: These recommendations seem to presume an attitude of pessimism. As a personal view, I would submit that the U.S. is not only ahead in major technical fields, but advanced in their poverty situation. We have the machinery to cope with the problem, and the church must bridge the gap between theorization and distribution. Nevertheless, we have the machinery and the resources to work with. Let us not forget the rest of the world, which I have seen, in which no machinery or attempt to create machinery is existing. The disadvantaged are merely a fact of life in their philosophies. Let us capitalize on our programs and use a little foresight and optimism.

Group VI - CHURCH AND COLLEGE AS CHANGE AGENTS

Chairman: Rev. Homer Davis
Recorder: Miss Sherry Butcher

The catalysts of change are the risk-takers and uncontrolled groups.

The vehicle of change can be the church and college.

Recommendations

--CORA sponsor a meeting of religious and college hierarchy, the subject being how church and college can better unite to help alleviate poverty.

--Grass Roots stimulation such as town or country groups working together under CORA sponsorship and help. Church and college and grass roots organizations like PTA to work closer.

--CORA start to stimulate other sensitive groups concerned about poverty.

Sub-recommendations (Specifics)

--Financial support by the individual church be offered to impoverished youth as an opportunity to go to college, and work with colleges on counseling and curriculum for these studetns.

--Church leadership encourage youth to design and conduct their own religious services.

--Establish small service groups to work within and financially support

service groups.

--Church and college sponsored adult education programs to instill an awareness of social problems and things that can be done.

--Colleges and universities re-structure their teacher education curriculum to gear new teachers toward current needs of poverty and social problems.

Group VII - CAREER OPPORTUNITY AND OUT-MIGRATION

Chairman: Dr. Paul Nagy
Recorder: Mr. John D. Hewitt

General Proposals

A. In that the atmosphere of the colleges tends to retard or even repress meaningful leadership developments, we propose that the college administration stimulate the development of responsible, decision-making leaders from among the students.

B. Regarding Out-Migration: We must create incentives for persons to remain in West Virginia or in the Appalachian region instead of creating feelings of obligation to stay.

C. Develop career programs directed at youth in junior and early senior high school so that they may be exposed to the widest possible range of career possibilities.

D. Re-examine the concept that standard "credentials" are necessary for many careers. Look into para-medical, para-technician, and para-service programs.

Group VIII - CHURCH AND COLLEGE COOPERATION

Chairman: Rev. Jack Rodgers
Recorder: Mrs. Jane Humphrey

The constituency of the group reflected the frustrations of the day by the time spent in trying to come up with a working definition of the "Church".

We had to settle for a broad definition which would extend beyond the institution and encompass the responsibility for serving the needs of the day.

The college needs to assume the same posture, and in so doing consult with the church and community, exploring common strategies.

The committee has worked out a recommendation for implementing this exploration:

We suggest that exploring ways for pooling efforts and resources of the seven colleges might be done through a College Council of students and faculty - perhaps one each from each college, working in cooperation with or as an enabler to CORA.

This Council could motivate a series of one-day seminars with James Branscome as leader on each of the seven campuses. During this one-day seminar there should be an opportunity for Jim to meet with and address the administration, faculty, ministerial association, and/or lay leaders, campus-wide audience, other interested groups.